

TEACHERS' STRATEGIES IN TEACHING GRAMMAR TO SEVENTH-GRADE STUDENTS

DEFI CITRA WIDIYASTUTI

112014114

ABSTRACT

The present study investigated English teachers' strategies in teaching grammar to seventh-grade students. The study attempted to answer the research question; "How do the English teachers teach grammar to seventh-grade students?" The participants of the study were two English teachers from different schools in Salatiga, Central Java, Indonesia. The data of the study were collected by observing eight sessions of the two English teachers' classrooms, and audio-taping the interaction between the teachers and the students. The audio-recorded data were then transcribed. The results show that both teachers successfully engaged the students in the interactive grammar discussions by giving scaffolding and feedback. First, the teachers applied questioning techniques which served the six functions of scaffolding by Wood, Bruner, and Ross (1976), and it revealed that the function of recruiting interest in the task was frequently done by the teachers (82%). Second, the teachers used five corrective feedback types by Lyster and Ranta (1997) to correct the students' errors, and it shows that explicit correction was frequently used by the teachers (17%). Third, the teachers used two different types of feedback; repetition of students' response & explaining as confirmation. Repetition of students' response was the highest feedback type used by the teachers (35%). The results show that one of the teachers also applied the deductive approach in teaching grammar occasionally.

Keywords: *Teachers' Strategies, Teaching Grammar*